DOCUMENT RESUME

ED 148 259 HE 009 526

AUTHOR Fleurant, Judy B.
TITLE The Adult Education Market: A Compilation of Existing Surveys.
INSTITUTION New England Open Learning Project, Durham, N.H.
SPONS AGENCY Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.
PUB DATE Jul 75
NOTE 72p.
AVAILABLE FROM New England Open Learning Project, New England Center for Continuing Education, 15 Garrison Ave., Durham, New Hampshire 03824

EDRS PRICE MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS *Adult Education; Adults; *Demography; *Educational Demand; Educational Economics; *Educational Interest; High School Graduates; High School Students; Individual Characteristics; Junior College Students; Marketing; Nontraditional Students; Regional Planning; Seniors; Statistical Data; Statistical Studies; *Student Interests; *Surveys
IDENTIFIERS *New England

ABSTRACT

A list of the existing surveys of the market for adult education is compiled and some conclusions drawn from the material. The emphasis is on relevance to the New England states but some national material is included. One part contains conclusions in the form of a profile of characteristics of learners and potential learners: age, income, educational background, educational and/or occupational goals, barriers to further education, and types of programs desired. Another section of the report summarizes the surveys on which the profiles were based. The populations surveyed include high school seniors and graduates, community college students already enrolled in a nontraditional program, and other adults. (MSE)

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The Adult Education Market:
a compilation of existing surveys

Judy D. Sheeran
Program Report Writer

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EDUCATION & WELFARE
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The New England Center
A Project Report Contributed
The New England Center for Continuing Education

July, 1975
Durham, New Hampshire 03824
(603/862-1900)

The Adult Education Market

A Compilation of Existing Surveys

The following is a compilation of existing surveys of the market for adult education and some conclusions drawn from that material. Emphasis is on relevance to the New England states, but some national material has been included.

Part I contains conclusions, in the form of a profile of characteristics of learners and potential learners--age, income, educational background, educational and/or occupational goals, barriers to further education, and types of programs desired.

Part II summarizes the surveys on which these profiles were based. Included are surveys of high school seniors and graduates, to give an idea of the numbers of seniors who do not intend to go on for further education (which would, of course, comprise the "adult" education market in the future). Also included is a survey of community college students already enrolled in a type of non-traditional college setting, including their interests and aspirations. There are additional regional and national surveys of adults' interests, population trends, and such.

The search for "existing" surveys of adult education was difficult since most surveys are done on the students enrolled in traditional, residential college programs. In locating materials nearly thirty individuals were contacted by telephone, approximately fifteen surveys and books were requested by mail, and another twenty to twenty-five sources reviewed for information. Few full scale research efforts have been made to determine the adult or recurrent education market for the future, either in relation to the numbers of projected enrollments, or how to serve this population, or what types of programs they will need. There have been indications that more of this type of research may be begun soon. (i.e., several sources indicated they had plans and/or proposals.)

Materials used have been excerpted from full reports. If you wish to see the entire report, this office will provide you with either a copy or an address

where you may obtain a copy.

The research for this report was supported by a grant from the Fund for the Improvement of Postsecondary Education of the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

Judy B. Fleurant

Judy B. Fleurant
New England Open Learning Project

July, 1975

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PART I

Profile

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PROFILE

a. Age

Of the four surveys reporting age data, there is no concensus as to the "ideal" age group. There is not even concensus among the three surveys reporting actual enrollment trends. Different surveys concluded that the most involved or potentially interested group was 18-24 year olds, 21-24 year olds, 25-34 year olds, 30-44 year olds, and 45-54 year olds.

b. Income

The average income level which participates most in continuing education programs is within the $10,000 to $15,000 range (average based on results of four surveys). The next range would be $15,000 and up, and this was highest in two surveys.

The one survey indicating "prime potential" income levels reported the largest market in the $15,000 and up range with the $10,000-$14,999 range as the next largest, but very close.

One survey reported dropout rates in relation to income levels. As the income drops, the dropout rate increases. Since people in the prime income range indicated financial problems (see section on "Barriers") as the number one barrier, one might conclude that universities should review their financial aid packages for part-time students.

c. Educational Background

Results from four surveys indicate that of the people who desire postsecondary education or are currently enrolled in continuing education programs, the majority are high school graduates who have no college.* The second group consisted of individuals whose college study is incomplete and the third group as those who completed grades 9 through 11 of high school.

*This research focused on the undergraduate education market not currently enrolled in full-time, residential college programs.

d. Educational and/or Occupational Goals

Five of the surveys reported reasons for taking courses and interest in taking courses. The reason cited most frequently were job related, i.e., clarify goals, improve or change jobs, advance career. However, personal reasons related to home/family (e.g., to become better parent or spouse), hobbies, recreation, general knowledge (e.g., being happier) were also listed as important.

Of the five surveys reporting results on "areas of interest" of learners and would-be learners*, all singled out vocational subjects as first choice. Individual reports should be checked carefully since the following areas were included under the Vocational category: education and teacher training, business skills, medical training, health care education. Other areas of interest are: Home and Family; Hobbies and Recreation; Personal Development; General Education (each taking second place on various surveys); this lends added support to the conclusions regarding reasons for taking courses, given in the first paragraph above.

These data suggest that adult learners have a definite idea of what area and courses they want in order to accomplish their goals. Furthermore, an inspection of course enrollments shows that, given the opportunity, students will enroll in the following: accounting, business skills courses, art-music, medical-nursing, human relations, psychology, child development, sewing-cooking, investment, English writing, and biology (in that order).

e. Barriers Perceived by Learners and Would-Be Learners

Financial problems appear to be the major barrier to further education (results from five surveys). However, time problems should be considered on equal basis. As well as being listed as the second problem, it also includes many categories such as: not enough time, no time to enroll in full-time programs, time to complete programs, scheduling problems, home and family commitments, attendance requirements.

Although financial and time problems are the major barriers, two surveys also reported boredom and no interest as a number one factor. This could be a much more serious problem to deal with. The survey did not probe into the causes (i.e., programs, delivery, teacher personality, teaching techniques).

Other barriers which were found in the reports include: lack of information on programs available, low grades in the past, desired courses not available, requirements and regulations-red tape.

*Would-be learners are individuals who would like to study in the coming year; learners are those who have studied within the past year.

f. Types of Colleges and Programs Sought

Location

It appears that would-be learners prefer to get their education from a high school, while learners prefer to get their education "at home," with their employers listed as second choice (two surveys). "Non-continuers" (one survey) indicated on-the-job training as their first choice. An additional survey reporting on the adult education participants gave four-year colleges and universities first place with on-the-job training as second.

Of the five surveys reporting (two indicated both learners and would-be learners results) the two-year programs (including community, junior, and vocational-technical institutes) were the only places reported as a choice on all surveys. It is interesting to note that "percent change" in adult education participants between 1969 and 1972 was up over 50% for two-year college, technical, vocational institutes, while four-year colleges and universities had an increase of only 19% (Public Broadcasting and Education, March, 1975).

Listed under "Barriers" were indications of a lack of information on the programs adult students are looking for. This may affect the results reported in the two paragraphs above, and implies a need for better communications and public relations by four-year colleges and universities.

Method

The lecture (or lecture series) and classroom instruction were the preferred methods in three instances, and must be considered the most accepted method. The next category would be on-the-job training (by two surveys) and workshop-discussion and internship-apprenticeship programs (results from four surveys); these were popular but not the most preferred.

The "non-continuers" indicated on-the-job and apprenticeship programs as their most preferred method (one survey).

As in the previous section the learners again indicated a strong desire to study on their own, while interested would-be learners did not prefer it. This implies a greater market for open university type courses among the existing learners than would-be learners.

Other methods reported as desirable were tutors, study groups, no formal instruction, correspondence, television or radio, and group action projects.

Time

Two surveys reported on this data: evening was the first choice overwhelmingly.

continued

f. Types of Colleges and Programs Sought, continued,,,

Credit vs. Non-Credit

Results from four surveys indicate that some form of recognition is desired. In these four surveys, form of recognition varied, with "desire for degree" having the definite edge, and with "certificate of satisfactory completion" and "skill certificate" next.

In one survey "would-be" learners desired certificate programs, but in the same survey "learners" were enrolled in "no credit courses". The relationship between these two is not clear. But perhaps the latter results were due to the lack of availability of credit programs for adult students.

Although only one survey asked for interest in credit for prior learning experience (including military service, community service and independent study) the results indicated that such an opportunity appealed to a high percentage of those responding.

Note: Although "recognition" was desired in most surveys, there still was a great deal of interest in courses offered for "no formal credit".

Part II

Excerpts from the Surveys Reviewed

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THE CHRONICLE OF HIGHER EDUCATION

Volumn VII, Number 18
February 5, 1973

Colleges Are Not Meeting Needs of Adults, Panel on Non-Traditional Study Finds

By Robert L. Jacobson

The Commission on Non-Traditional Study was established and co-sponsored by the College Entrance Examination Board and Educational Testing Service. Both organizations have a direct interest in the future of non-traditional programs, notably in their relationship to testing and guidance.

The commission's chairman is Samuel B. Gould, chancellor emeritus of the State University of New York and currently vice-president at ETS. The study was financed by a grant from the Carnegie Corporation of New York.

Note: Would-be learners are individuals who would like to study in the coming year; learners are those who have studied within the past year. Data compiled in summer of 1972.

Source: Commission of Non-Traditional Study

THE POTENTIAL MARKET

Research conducted for the commission makes clear that adults not not studying full-time have an enormous appetite for further education. No fewer than 79.8 million people, about three-fourths of the total, are estimated to be in this category of "would-be learners," the commission says.

However, what they want to learn and where they want to learn it might leave many colleges and universities out of the picture.

Preliminary survey results for a sample of 3,001 such adults show, for example, that vocational subjects, hobbies and recreation, and family life and personal development are more popular areas of learning than general education.

REASONS FOR NOT FURTHERING EDUCATION

MAIN OBSTACLES TO ADULTS' LEARNING

Cost, including tuition and all incidentals	53.0%
Not enough time	46.2%
Don't want to go to school full-time	35.1%
Home responsibilities	32.1%
Job responsibilities	28.4%
Amount of time required to complete program	20.8%
Afraid that I'm too old to begin	17.2%
No information about where I can get what I want	16.5%
Courses I want aren't scheduled when I can attend	15.7%
Strict attendance requirements	14.9%

TYPES OF COLLEGES AND PROGRAMS SOUGHT

WHERE ADULTS CHOOSE TO STUDY

	Would-be Learners	Learners
Public high school (day or evening)	15.8%	9.1%
Community-run "free school"	10.4%	2.6%
Public two-year college or technical school	9.8%	5.9%
Home	9.6%	16.9%
Four-year college or university	8.5%	5.5%
Private trade or business school	7.6%	2.9%
Business or industrial site	4.9%	5.3%
Individual instructor	4.7%	4.4%
Employer	4.6%	13.1%
Correspondence school	3.6%	2.4%
Community or social organization	3.2%	6.1%
Fine arts, performing arts, or crafts studio	2.8%	0.2%
Graduate school	2.6%	2.4%
Religious institution or group	1.9%	6.3%
Government agency (federal, state, local)	1.6%	5.5%
Recreational or sports group	1.2%	2.1%
Library or other cultural institution	1.1%	2.2%
Other site	1.3%	1.6%

WHAT ADULTS WOULD LIKE TO STUDY

	Total Choices	First Choice
Vocational subjects (architecture, business skills, commercial art, computer science, cosmetology, education and teacher training, engineering, industrial trades, journalism, law, management skills, medicine and dentistry, nursing, salesmanship, technical skills)	78.2%	43.0%
Hobbies and recreation (crafts, fine and visual arts, flight training, performing arts, safety, sports and games, travel and living in foreign countries)	62.8%	13.4%
Home and family life (child development, gardening and flower arranging, home repairs, sewing and cooking)	56.0%	12.0%
Personal development (investment, occult sciences, personal psychology, physical fitness and self-development, public speaking)	54.3%	6.8%
General education (basic education, biological sciences, creative writing, English-language training, great books, humanities, languages, physical sciences, social sciences)	47.9%	12.6%
Public affairs (citizenship, community problems and organizations, consumer education, environmental studies, public affairs)	36.3%	4.5%
Religious studies	15.4%	3.0%
Agriculture and farming	10.9%	2.9%

CUMBERLAND AND YORK COUNTIES - HIGH SCHOOL SENIOR SURVEY

Prepared by the
Office of Associate Degree Studies
University of Maine at Portland-Gorham

May, 1974

Maine - Cumberland and York Counties
Note: Two county totals used

Number of Respondents:	Male	2187	47.2%
	Female	1432	52.6%
	No Answer	8	

INCOME

Annual Income of Family

Under $8,000	370	15.0%
$8,000-$12,000	1071	43.5%
Over $12,000	1018	41.4%
No Answer		

EDUCATIONAL BACKGROUND

In What Type of High School Program Are You Enrolled?

College Prep	1504	55.5%
Vocational	429	15.8%
Commercial	452	16.7%
General	271	10.0%
Other Type	53	2.0%
No Answer	18	

EDUCATIONAL OR OCCUPATIONAL GOALS

Do You Intend To Go On For Further Education After Graduation From High School?

Yes	1779	69.5%
No	776	30.3%
No Answer	169	

REASONS FOR NOT FURTHERING EDUCATION

If You Are Not Going On For Further Education After High School, What Is Your Reason (check as many as needed)

Lack of Money	310	11.4%
No Interest In Going On	393	14.4%
My Parents Don't Want Me To Go On	41	1.5%
I Have To Go To Work..	216	7.9%
I Am Tired of School..	234	8.6%
I Can Get Along Without College	121	4.4%
Going In Service	136	5.0%
Present Programs Don't Interest Me	74	2.7%
Poor Record In High School	170	6.2%
Am Getting Married	196	7.2%
Other Reason	120	4.4%

TYPES OF COLLEGES AND PROGRAMS SOUGHT

Assuming That You Had The Grades And The Funds, To Which One Of The Following Would You Choose To Go?

University of Maine..	643	24.9%
Private College in Maine	185	7.2%
University Or College Outside Maine	712	27.6%
A Community College	162	6.3%
Vocational-Technical Institute	410	15.9%
Another Type of Vocational Education	334	12.9%
Still Would Not Go On	138	5.3%
No Answer	144	

INTERESTS

Assuming That The Following Programs Were Available At The Community College, Check The Three Which Would Interest You The Most. (Answered only by those who checked yes to attendance at the community college. Programs are listed by order of choice by respondents).

1.	ACCOUNTING	412	5.9%
2.	CHILD DEVELOPMENT	292	4.2%
3.	ART-MUSIC	348	5.0%
4.	SOCIAL WORK	247	3.5%
5.	SECRETARIAL SCIENCE	275	3.9%
6.	MEDICAL LABORATORY TECHNOLOGY	250	3.6%
7.	GENERAL BUSINESS MANAGEMENT	307	4.4%
8.	MARINE SCIENCE	215	3.1%
9.	MARKETING OR RETAILING	252	3.6%
10.	CRIMINAL JUSTICE	215	3.1%
11.	LICENSED PRACTICAL NURSING	150	2.1%
12.	COMPUTER SCIENCES	140	3.2%

continued 14

Interests, continued

13.	FOOD SERVICES MANAGEMENT	102	2.3%
14.	BANKING AND FINANCE	140	3.2%
15.	LAW ENFORCEMENT TECHNOLOGY	123	2.8%
16.	ANIMAL MEDICAL TECHNOLOGY	100	2.3%
17.	MECHANICAL ENGINEERING	92	2.1%
18.	REAL ESTATE	128	2.9%
19.	THERAPY AIDE OR ASSISTANT	104	2.4%
20.	ELECTRICAL ENGINEERING	95	2.2%
21.	DENTAL AIDE OR ASSISTANT	113	2.6%
22.	GENERAL EDUCATION	139	2.0%
23.	HOTEL-MOTEL MANAGEMENT	150	2.1%
24.	LIBERAL STUDIES	138	2.0%
25.	JOURNALISM	136	1.9%
26.	ENVIRONMENTAL TECHNOLOGY	129	1.6%
27.	TRANSPORTATION MANAGEMENT	134	1.9%
28.	RECREATION AIDE OR MANAGEMENT	133	1.9%
29.	ARCHITECTURAL ENGINEERING	127	1.8%
30.	BUILDING TECHNOLOGY	105	1.5%
31.	BIOLOGICAL SCIENCES	144	1.6%
32.	INSURANCE	144	2.1%
33.	MENTAL HEALTH TECHNICIAN	105	1.5%
34.	MATHEMATICAL-STATISTICAL TECHNICIAN	76	1.1%
35.	COMMUNICATIONS	120	1.7%
36.	HEALTH CARE ADMINISTRATION	92	1.3%
37.	CORRECTIONAL OR PROBATION AIDE	81	1.2%
38.	ALLIED HEALTH	57	0.8%
39.	CIVIL ENGINEERING	60	0.9%
40.	CHEMICAL ENGINEERING	38	0.5%

Interests, continued

41.	EDUCATIONAL AIDE	36	0.5%
42.	COMMUNITY SERVICE AIDE	39	0.6%
43.	PUBLIC ADMINISTRATION	22	0.3%
44.	LIBRARY SCIENCE	19	0.3%

THE MARKET FOR

CONTINUING EDUCATION IN MASSACHUSETTS

A Marketing Research Survey
Conducted for:

The Massachusetts State College System

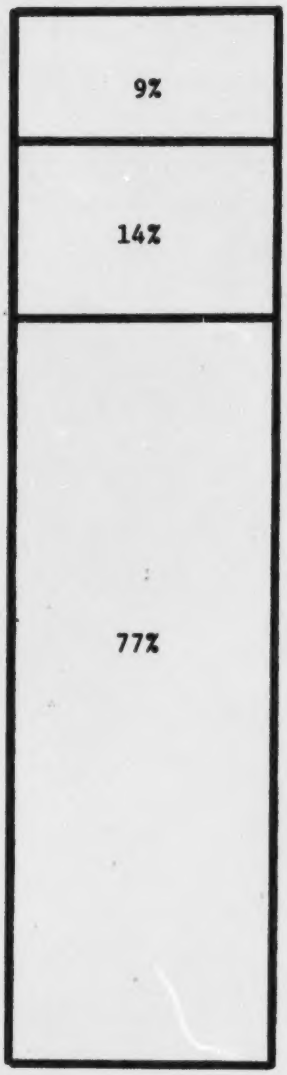
by
Becker Research Corporation
Boston, Massachusetts 02116

MARCH, 1973

- 3,600 telephone interviews
- Conducted in January, 1973
- Comprehensive 20 minute interview
- Sample: Massachusetts residents 18 years and over living in private households with telephones
- Results: Projectionable to the telephone owning population within 2-3 percentage points accuracy

THE POTENTIAL MARKET

COMPOSITION OF THE MINIMUM ELIGIBLE MARKET FOR CONTINUING EDUCATION IN TERMS OF PRIME, MEDIUM, AND LOW POTENTIAL AMONG FAMILIES RESIDING IN PRIVATE HOUSEHOLDS WITH TELEPHONES.



100% - Total eligible
Completed formal education but without college degree -- 1,680,000

Prime potential: 151,000

Medium potential: 226,000

Low potential: 1,303,000

In addition, persons in families without telephone and some of the present high school enrollment not now planning a formal four year college program might well represent significant additional potential.

continued...

The Potential Market, continued

	INTEREST IN CONTINUING EDUCATION			
	STRONG DESIRE	SOME DESIRE	LITTLE DESIRE	NO DESIRE
Total	11%	21	15	52
18 - 20 years	20%	28	12	38
21 - 24 years	24%	30	16	29
25 - 29 years	18%	31	22	28
30 - 34 years	13%	30	16	40
35 - 44 years	11%	23	16	49
45 - 64 years	6%	12	13	68
Prime potential	32%	35	11	22
Medium potential	17%	43	18	21
Low potential	6%	14	14	65

continued...

AMONG PERSONS WHO SAY THEY HAVE COMPLETED THEIR EDUCATION

At the time you finished your formal education, would you have liked to go on further with your schooling, or had you finished all the formal education you wanted at that time?

	WOULD HAVE LIKED TO FURTHER EDUCATION %	FINISHED ALL FORMAL EDUCATION %	DON'T KNOW %	PERCENTAGE BASE
TOTAL	35	63	2	(3054)
SEX				
Male	37	60	3	(1460)
Female	34	65	1	(1591)
AGE				
18 - 20 years	29	67	4	(107)
21 - 24 years	29	69	2	(258)
25 - 29 years	29	69	2	(434)
30 - 34 years	28	70	2	(371)
35 - 44 years	34	64	2	(625)
45 - 64 years	43	55	2	(928)
65 years and over	40	58	2	(268)
INCOME				
Under $5,000	41	57	2	(236)
$5,000-$7,499	41	56	3	(256)
$7,500-$9,999	36	62	2	(397)
$10,000-$14,999	39	59	2	(774)
$15,000-$24,999	35	63	2	(549)
$25,000 and over	24	74	2	(187)
COUNTY				
Berkshire	40	56	4	(85)
Bristol	40	58	2	(255)
Essex	31	66	3	(347)
Franklin	32	65	3	(37)*
Hampden	31	66	3	(242)
Hampshire	40	57	3	(65)
Middlesex	36	62	2	(722)
Norfolk	33	65	2	(328)
Plymouth	40	56	4	(191)
Suffolk	40	59	1	(351)
Worcester	32	67	1	(353)
Barnstable, Nantucket Dukes	29	68	3	(62)
RACE				
White	35	63	2	(2892)
Other	51	48	1	(92)
EDUCATION				
Grade 8 or less	55	42	3	(170)
High school incomplete	42	56	2	(276)
High school graduate	38	60	2	(1204)
One year of college	38	62	--	(150)
Two years of college	37	61	2	(246)
Associate degree	41	55	4	(51)
Three years of college	32	68	--	(81)
College graduate	25	73	2	(877)
MARITAL STATUS				
Single	32	65	3	(451)
Married	36	62	2	(2326)
Widowed, divorced, separated	37	61	2	(269)

*Small base size

OCCUPATION

	POTENTIAL STUDENTS		
	PRIME	MEDIUM	LOW
	%	%	%
OCCUPATION OF CHIEF WAGE EARNER			
Professional/technical	26	17	14
Craftsmen/foremen	21	26	23
Managerial	20	20	15

INCOME

	POTENTIAL STUDENTS		
TOTAL FAMILY INCOME			
$7,500/year	15	17	18
$7,500-$9,999/year	14	15	15
$10,000-$14,999/year	26	31	27
$15,000 or more/year	30	32	16

EDUCATIONAL BACKGROUND

	POTENTIAL STUDENTS		
EDUCATION			
College incomplete	40	34	22
High school graduates - no college	44	57	59
High school incomplete	13	7	16

EDUCATIONAL OR OCCUPATIONAL GOALS

SPECIFIC FIELDS DESIRED FOR NEW CAREER

AMONG PERSONS WHO SAY THEY HAVE COMPLETED THEIR EDUCATION AND WOULD LIKE TO CHANGE JOBS

What field would you like to go into as a new career?

FIELDS	PERCENT OF RESPONDENTS CITING %
Medical field, male or female nurse; medical assistant; research.	10
Business - business administration; sales; management, marketing, personnel.	10
Education - teaching, counseling in schools.	6
Secretarial field.	4
Art, commercial art, art history.	4
Psychology - clinical psychology.	4
Social work in community - with youths; juvenile delinquents, elderly, handicapped.	4
Law.	4
Social Sciences - sociology.	3
Computer field; programming.	2
Interior design, home decorating.	1
Architecture - drafting, designing.	1
Journalism - writing - creative writing.	1
Home economics.	1
Retail.	1
Agricultural courses.	1
Conservation - ecology courses, park ranger.	1
Mechanics.	1
Foreign languages.	1
Keypunch.	1
Don't know	23
Other*	18
PERCENTAGE BASE	(825)

*Responses representing less than .5 of 1%.

continued...

Educational or Occupational Goals, continued

FIELDS OF STUDY WHICH ARE OF INTEREST TO PROSPECTIVE STUDENTS ARE DIVERSE.

FIELDS OF INTEREST MENTIONED

	TOTAL ELIGIBLE %	PRIME POTENTIAL %
Humanities	21	31
Social Sciences	20	19
Business	19	21
Physical Sciences, Engineering, Mathematics	15	17
Medical Sciences	12	11
Miscellaneous Career Training, Trades	11	10
Education	10	10

	Market Eligible for Continuing Education		
	PRIME %	MEDIUM %	LOW %
Have taken continuing education courses for credit.	15	18	10
Have taken adult education courses for credit.	44	41	29
Very satisfied with educational preparation for life and career.	33	28	40
If possible, would like to change job.	[41]	[52]	22
Think additional education would help career.	[43]	[39]	24
Have strong desire to take college-level courses for credit.	32	17	6
PERCENTAGE BASE	(192)	(288)	(1549)

	GREAT APPEAL %	SOME APPEAL %	LITTLE APPEAL %	NO APPEAL %	DON'T KNOW/ NO OPINION %
Credits that can be given for passing an examination on knowledge gained in one's working career experience.	73	20	5	2	--
Courses that may be taken by attending formal classes either day or night at one of the nearby state colleges.	63	22	9	6	--
Courses that may be taken at community learning centers near your home.	62	24	6	7	1
Credits that are given for military service, travel, community service and independent study.	54	21	11	13	1
Courses taken at home by watching special television programs.	27	33	16	23	1
Correspondence courses that can be taken at home.	24	29	18	28	1
Courses taken at home be listening to special radio programs	21	28	20	30	1

PERCENTAGE BASE (192)

TYPES OF COLLEGES AND PROGRAMS SOUGHT

	TOTAL ELIGIBLE			
	TOTAL %	MEN %	WOMEN %	PRIME POTENTIAL %
TIME FOR CLASSES				
Morning	18	7	25	23
Afternoon	11	7	15	11
Evening	53	64	43	52
Saturday	10	12	10	8

INTEREST

What subject matter or field of study would you like to take courses in?

COURSES DESIRED	PERCENT OF RESPONDENTS CITING %
Business - sales, business law, business administration, economics	19
Medical field - male or female nursing, biochemistry, medical assistant, medical anatomy, etc.	12
Psychology	12
Education - teaching; pre-school, special education, etc.	10
English - Literature	8
Social Sciences - Sociology	8
Secretarial courses - typing, shorthand, bookkeeping, etc.	6
History	6
Math	6
Art	6
Science - Physics	6
Languages	4
Liberal Arts - general courses	3
Music	2
Engineering	2
Computers	2
Electronics	2
Architecture - drafting, designing	1
Theatre	1
Philosophy	1
Retailing	1
Don't know	7
Other	15
PERCENTAGE BASE	(616)

National Advisory Council on Adult Education
425 13th Street, NW., Pennsylvania Bldg., Suite 1144
Washington, D.C. 20004

GARY A. EYRE
Executive Director

ARTHUR H. ELLIS
Assistant Executive Director

HELEN G. BANKS
Administrative Assistant

ANNUAL REPORT

March 73

Adult Education

SELECTED STATE POPULATIONS [1]

	POPULATION				
	16 years and over	16 years and over with less than high school diploma	20 years and over with 3 years of high school	16–19 years enrolled K–12	16–19 years not enrolled K–12
Alabama	2,349,346	1,353,702	1,145,879	157,800	50,023
Alaska	191,337	66,917	51,506	11,810	3,601
Arizona	1,196,750	511,871	414,042	77,050	20,779
Arkansas	1,342,032	783,938	676,927	81,288	25,723
California	14,051,516	5,367,212	4,366,921	836,630	163,661
Colorado	1,518,799	561,406	444,139	98,561	18,706
Connecticut	2,120,413	929,685	782,138	127,475	20,072
Delaware	371,657	167,926	139,197	23,449	5,280
District of Columbia	555,869	243,747	207,058	27,725	8,964
Florida	4,912,428	2,331,565	1,999,930	258,654	72,981
Georgia	3,122,093	1,788,110	1,524,887	187,457	75,766
Hawaii	523,055	195,041	156,826	32,421	5,794
Idaho	480,322	201,995	158,728	37,221	6,046
Illinois	7,727,579	3,610,931	3,055,608	456,123	99,200
Indiana	3,556,767	1,665,423	1,382,451	228,251	54,721
Iowa	1,960,685	807,356	659,960	130,243	17,153
Kansas	1,586,294	633,739	520,895	95,545	17,299
Kentucky	2,229,676	1,319,244	1,134,864	128,313	56,067
Louisiana	2,403,840	1,353,012	1,131,265	167,364	54,383
Maine	686,206	314,085	259,447	45,937	8,701
Maryland	2,686,019	1,263,987	1,060,857	164,104	39,026
Massachusetts	4,015,691	1,643,262	1,379,159	233,197	40,906
Michigan	5,979,788	2,803,381	2,311,478	409,599	82,304
Minnesota	2,576,109	1,075,582	874,009	183,098	18,475
Mississippi	1,466,697	853,105	713,326	104,014	35,765
Missouri	3,295,492	1,641,045	1,402,058	191,398	47,589
Montana	471,050	196,804	156,457	35,168	5,179
Nebraska	1,033,538	419,212	341,782	68,692	8,138
Nevada	335,551	122,202	99,418	18,568	4,216
New Hampshire	509,150	216,299	180,350	28,763	7,186
New Jersey	5,040,321	2,376,075	2,026,702	297,436	51,937
New Mexico	653,939	298,949	237,793	50,776	10,410
New York	12,992,198	6,081,398	5,213,958	721,909	145,531
North Carolina	3,523,870	2,072,555	1,763,862	224,899	83,794
North Dakota	418,076	198,207	164,114	30,614	3,479
Ohio	7,325,568	—[2]	—[2]	—[2]	—[2]
Oklahoma	1,818,792	865,983	729,981	111,531	24,471
Oregon	1,479,103	598,797	485,777	98,243	14,777
Pennsylvania	8,387,998	4,064,743	3,481,924	494,920	87,899
Rhode Island	679,180	346,238	298,125	37,338	10,775
South Carolina	1,745,829	1,045,349	874,258	124,470	46,621
South Dakota	453,328	208,251	169,514	34,346	4,391
Tennessee	2,745,755	1,550,474	1,334,446	158,859	57,169
Texas	7,635,716	3,975,740	3,312,186	516,557	146,997
Utah	682,543	238,479	173,443	57,682	7,354
Vermont	304,404	129,152	106,310	19,154	3,688
Virginia	3,232,792	1,652,319	1,388,057	204,268	59,994
Washington	2,383,207	895,908	709,162	159,895	26,851
West Virginia	1,233,143	698,385	600,463	75,619	22,303
Wisconsin	3,008,537	1,337,828	1,105,361	207,165	25,302
Wyoming	226,440	87,818	69,255	15,971	2,592
American Samoa	13,587	—[2]	—[2]	—[2]	—[2]
Guam	49,548	—[2]	—[2]	—[2]	—[2]
Puerto Rico	1,657,044	—[2]	—[2]	—[2]	—[2]
Trust Terr. Pacific	39,103	—[2]	—[2]	—[2]	—[2]
Virgin Islands	46,973	—[2]	—[2]	—[2]	—[2]

[1] Source: *1970 Census of Population*, P.C. (V2)–1, United States, February 1971. Outlying areas: American Samoa, Guam and Trust Territory, PC (1) B series, Table 5; Puerto Rico, Table 19.

[2] Information unavailable as of 3–1–73.

3,005,529

NEW ENGLAND STATES: 8,315,044 3,578,721 491,864 91,328

STUDENTS IN ADULT BASIC EDUCATION PROGRAMS BY AGE, FISCAL YEAR 1971 [1]

	TOTALS	18-24	25-34	35-44	45-54	55-64	65-over
U.S. TOTAL	622,148	174,069	161,170	127,955	78,479	37,347	17,814
Unclassified	25,314 [2]	—	—	—	—	—	—
Classified	596,834	—	—	—	—	—	—
Alabama	13,447	5,554	2,750	2,537	2,435	1,460	711
Alaska	821	367	256	138	43	14	3
Arizona	4,546	1,126	1,249	971	587	262	197
Arkansas	7,036	2,385	1,610	1,206	915	520	400
California	57,278	12,800	15,220	13,859	8,291	3,613	2,072
Colorado	5,882	1,951	2,049	1,095	510	218	59
Connecticut	11,117	3,932	3,264	2,241	1,078	467	135
Delaware	1,285	541	377	210	90	56	11
District of Columbia	2,124	1,083	535	286	162	52	6
Florida	44,358	13,272	10,879	10,605	5,311	3,084	1,207
Georgia	25,953	8,362	6,356	5,008	3,108	2,133	986
Hawaii	9,940	1,566	1,746	1,863	1,589	1,378	1,798
Idaho	3,087	1,063	1,004	536	319	147	18
Illinois	27,809	7,230	8,641	5,940	3,615	1,290	1,093
Indiana	8,212	2,803	2,374	1,876	765	312	82
Iowa	10,421	3,162	3,114	2,436	1,045	506	158
Kansas	4,002	1,201	1,121	680	600	280	120
Kentucky	16,453	7,671	3,973	2,659	1,368	518	264
Louisiana	14,464	5,929	2,641	2,151	1,727	1,182	834
Maine	1,794	429	514	445	276	105	25
Maryland	8,794	2,265	2,809	1,846	1,247	395	232
Massachusetts	14,288	4,671	4,154	3,220	1,550	544	149
Michigan	18,671	5,200	5,181	3,958	2,404	1,170	758
Minnesota	3,256	1,082	1,099	614	321	117	23
Mississippi	13,902	4,033	3,151	3,055	2,076	1,268	309
Missouri	11,549	4,529	3,347	2,156	1,071	324	122
Montana	1,094	433	342	194	94	24	7
Nebraska	3,838	1,011	1,164	888	518	212	45
Nevada	1,394	467	431	300	139	36	21
New Hampshire	1,676	577	467	366	189	60	17
New Jersey	14,944	4,134	5,728	3,489	1,814	627	152
New Mexico	5,474	2,144	1,422	1,216	419	214	59
New York	12,691	4,188	4,061	2,793	1,142	507	0
North Carolina	24,807	6,125	5,254	5,161	3,741	3,054	1,472
North Dakota	955	304	275	248	97	26	5
Ohio	20,939	5,837	5,663	4,987	2,700	1,191	561
Oklahoma	9,521	3,280	2,997	1,918	928	282	116
Oregon	5,172	2,235	1,382	903	383	163	106
Pennsylvania	17,738	2,525	5,417	3,012	1,624	727	133
Rhode Island	2,888	921	826	549	366	161	49
South Carolina	18,887	4,301	3,927	4,301	3,553	2,057	561
South Dakota	1,304	561	356	216	136	28	4
Tennessee	15,974	4,830	3,794	3,375	2,175	1,117	683
Texas	57,439	13,288	15,138	13,652	10,405	3,562	1,394
Utah	1,580	421	410	410	211	74	54
Vermont	2,300	906	481	454	220	65	51
Virginia	13,375	3,786	3,930	2,360	1,678	643	256
Washington	4,518	1,480	1,464	909	507	129	29
West Virginia	12,043	2,637	3,981	2,825	1,776	612	212
Wisconsin	6,599	2,507	1,930	1,203	657	234	44
Wyoming	1,009	428	256	191	87	38	9
American Samoa	383	194	83	53	48	0	0
Guam	635	177	223	138	66	29	2
Puerto Rico	20,318	0 [3]	0 [3]	0 [3]	0 [3]	0 [3]	0 [3]
Trust Terr. Pacific	80	125	168	178	273	60	0
Virgin Islands	321	40	186	65	30	0	0

[1] Figures from State reports FY 72.

[2] Students less than 18 years of age.

[3] Information unavailable as of 3-1-73.

NEW ENGLAND STATES	34,063	11,436	9,706	7,275	3,679	1,402	426

STUDENTS SEPARATED FROM ADULT BASIC EDUCATION PROGRAMS BY REASON, FISCAL YEAR 1971 [1]

	TOTALS	Employ-ment	Entered Job Training	Job Change	Lack of Interest	Other
U.S. TOTAL	180,326	36,325	18,893	15,648	23,756	85,704
Alabama	2,676	269	352	429	476	1,150
Alaska	212	51	45	16	38	62
Arizona	1,119	153	30	123	86	727
Arkansas	1,512	413	256	157	184	502
California	11,828	2,320	2,291	0	343	6,874
Colorado	3,690	597	0	0	722	2,371
Connecticut	4,390	963	519	218	258	2,432
Delaware	358	80	24	12	117	125
District of Columbia	1,236	349	82	169	179	457
Florida	19,197	2,915	2,067	2,107	879	11,229
Georgia	7,270	2,532	1,827	1,036	1,008	867
Hawaii	1,535	365	52	130	100	888
Idaho	1,069	432	244	64	112	217
Illinois	7,042	2,140	1,007	736	967	2,192
Indiana	2,400	420	187	432	690	671
Iowa	5,259	2,018	896	597	621	1,127
Kansas	311	128	74	19	90	0
Kentucky	6,058	707	316	0	1,438	3,597
Louisiana	4,771	565	304	465	531	2,906
Maine	285	55	41	33	48	108
Maryland	3,905	201	298	85	212	3,109
Massachusetts	2,522	584	460	278	252	948
Michigan	4,119	1,019	379	498	652	1,571
Minnesota	980	210	193	204	135	238
Mississippi	4,480	570	137	529	954	2,290
Missouri	7,354	1,334	536	467	771	4,246
Montana	362	76	47	38	98	103
Nebraska	2,137	517	238	221	257	904
Nevada	317	65	66	39	147	0
New Hampshire	402	43	11	60	107	181
New Jersey	3,862	466	130	335	396	2,535
New Mexico	3,055	187	63	37	360	2,408
New York	6,265	1,265	888	761	1,015	2,336
North Carolina	3,944	1,521	233	566	1,167	457
North Dakota	255	76	38	53	77	11
Ohio	7,341	1,165	851	592	469	4,264
Oklahoma	2,359	250	64	306	1,004	735
Oregon	2,201	790	191	160	288	772
Pennsylvania	3,992	441	179	201	539	2,632
Rhode Island	1,627	232	63	108	77	1,147
South Carolina	4,895	1,580	192	384	242	2,497
South Dakota	384	76	45	22	104	137
Tennessee	2,309	331	82	290	748	858
Texas	15,027	1,998	988	1,405	2,643	7,993
Utah	418	163	57	63	76	59
Vermont	625	148	172	96	23	186
Virginia	3,279	699	292	441	800	1,047
Washington	1,500	319	323	97	224	537
West Virginia	5,809	2,072	703	255	644	2,135
Wisconsin	1,720	339	289	181	182	729
Wyoming	403	79	56	83	132	53
American Samoa	40	7	3	2	15	13
Guam	60	21	0	0	11	28
Puerto Rico	0[2]	0[2]	0[2]	0[2]	0[2]	0[2]
Trust Terr. Pacific	143	2	12	38	48	43
Virgin Islands	17	7	0	10	0	0

[1] Figures from State reports FY 72.

[2] Information unavailable as of 3-1-73.

NEW ENGLAND STATES	9,851	2,025	1,266	793	765	5,002

Planning Non-Traditional Programs

AN ANALYSIS OF THE ISSUES FOR POSTSECONDARY EDUCATION

K. Patricia Cross

John R. Valley

and Associates

Jossey-Bass, Publishers

1974

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DATA COLLECTION

Sample selection and data collection were subcontracted to the Response Analysis Corporation (RAC), a commercial survey organization, of Princeton, New Jersey. From the survey universe of approximately 104 million persons between the ages of eighteen and sixty who were living in private households in the continental United States and who were not full-time students in mid-1972, RAC derived a national probability sample of 2515 households. To do so, it used the most recent census information and systematic random procedures to select specific geographic locations, households, and individuals. In the summer of 1972 RAC interviewers succeeded, after as many as four visits, in determining at 83 percent of these households if an eligible respondent was in residence. At 78 percent of these screened households that had one or more eligible respondents, up to two questionnaires were left, completed by the designated respondents, and picked up on a return visit by the interviewer. About 3 percent of the questionnaires were completed through personal interviews with respondents who were illiterate, non-English-reading, or handicapped in such a way that they needed RAC assistance.

Of the 2974 people who were asked to respond, 2004 (or 67 percent) in a total of 1248 households completed the form. Another 7 percent could not be reached after three return visits, and the remaining 26 percent refused to participate for one reason or another.

For the purposes of this report, the responses of the 111 full-time students who were surveyed have been omitted from analysis. Each of the remaining 1893 respondents in the final sample was assigned a weight to make the sample comparable to the general American adult population exclusive of full-time students. This weight combined three adjustments, accounting for (1) the size of the respondent's household; (2) its geographic location; and (3) the age, sex, race, and educational attainment of the respondent. These adjustments resulted in a weighted sample size of 3910, which is the basis for all further statistics

Characteristic	*All Respondents* ($N_w = 3910$)	*Learners* ($N_w = 1207$)	*Would-Be Learners* ($N_w = 3001$)
Sex:			
Male	48%	49%	46%
Female	52	51	54
Housewife	20	19	20
Non-housewife	27	29	30
Age:			
18–24	18	22	20
25–29	14	18	15
30–34	12	12	12
35–44	22	20	21
45–54	23	20	22
55–60	12	8	9
Race:			
White	87	90	88
Black	10	6	9
Marital status:			
Single	12	18	14
Married	79	76	78
Widowed/divorced	7	5	7
Formal schooling:			
1–8 years	14	5	10
9–11 years	19	12	18
12 years	38	38	38
Some postsecondary	13	21	15
4-year college graduate	11	21	13
Occupation:			
Unskilled/semiskilled	25	16	22
Skilled	15	18	15
Sales/clerical	17	20	19
Small business	7	7	7
Prof/large business	8	16	10
Job status:			
Full-time employed	55	57	55
Part-time employed	9	10	10
No job	34	31	33
Region:			
Northeast	23	22	24
Northcentral	29	27	28
South	34	30	33
West	14	21	16
Type of community:			
Urban	74	81	78
Rural	26	19	22

Fields of Learning of Interest to Would-be Learners, and Percent of First Choices of Would-be Learners ($N_w = 3001$)

Characteristic	1 Vocational Subjects	2 General Education	3 Hobbies, Recreation	4 Home and Family	5 Personal Development	6 Public Affairs	7 Agriculture	8 Religion	9 Would-be Learners as Percent of All Respondents ($N_w = 3910$)
All would-be learners	**43%**	**13%**	**13%**	**12%**	**7%**	**5%**	**3%**	**3%**	**77%**
Sex:									
Male	46	12	13	5	8	6	6	2	74
Female	40	13	14	18	6	3	1	3	80
Housewife	36	9	15	25	6	4	0	5	77
Non-housewife	42	15	14	14	6	2	1	2	84
Age:									
18–24	47	12	16	9	4	3	4	2	87
25–34	44	13	10	13	8	5	3	2	83
35–54	43	12	13	12	7	5	2	3	71
55–60	30	16	17	13	8	4	6	7	58
Race:									
White	42	12	14	12	7	4	3	3	77
Black	56	18	5	9	2	3	3	3	70
Marital status:									
Single	40	13	24	5	5	3	4	2	87
Married	43	12	12	13	7	5	3	3	75
Widowed/divorced	50	10	10	14	6	4	2	3	75
Formal Schooling:									
1–8 years	36	29	5	14	2	0	5	7	55
9–11 years	48	10	13	16	2	6	2	3	75
12 years	47	8	11	12	7	4	4	3	77
Some postsecondary	44	12	18	9	7	6	0	3	89
4-year college graduate	32	16	22	9	12	5	2	1	91
Type of community:									
Urban	42	14	14	12	7	5	2	2	81
Rural	45	9	11	14	6	4	6	5	65

Note: Percentages may not total 100 percent due to rounding, "other topic," and no response—1 percent of all Would-be Learners made no first choice; 1 percent of all Would-be Learners marked "other topic" for first choice.

EDUCATIONAL OR OCCUPATIONAL GOALS

Credit by Field of Learning

	No formal credit (975)	*Certificate satisfactory completion* (625)	*Skill certificate* (600)	*High school diploma* (152)	*College degree* (510)
			WOULD-BE LEARNERS		
All Would-Be Learners (3001)	32%	21%	20%	5%	17%
Preferred Field of Learning					
General education (377)	39	15	8	13	20
Vocational subjects (1291)	16	23	29	5	24
Agriculture (86)	47	13	31	0	7
Hobbies, recreation (403)	50	19	15	3	8
Home and family (360)	46	26	9	6	5
Personal development (204)	43	21	14	1	19
Religion (89)	50	25	7	5	3
Public affairs (136)	47	17	17	0	14
			LEARNERS		
	(734)	(183)	(81)	(52)	(94)
All Learners (1207)	61%	15%	7%	4%	7%
Participation in Field of Learning					
General education (304)	33	12	5	16	28
Vocational subjects (422)	51	21	14	3	6
Agriculture (41)	77	0	13	0	0
Hobbies, recreation (505)	72	15	6	2	3
Home and family (161)	81	4	5	0	3
Personal development (138)	77	6	7	5	4
Religion (167)	72	11	5	4	3
Public affairs (77)	61	13	9	0	13

Credit

Type of Credit	*Percent of Would-be Learners Preferring Credit*	*Percent of Learners Receiving Credit*
No formal credit	32%	61%
Certificate of satisfactory completion	21	15
Skill certificate	20	7
High school diploma	5	4
Two-year college degree	4	2
Four-year college degree	8	3
Advanced college degree	5	2
Other type of credit	1	2
No response	4	4
Total	100%	100%

continued

REASONS FOR LEARNING

Reasons	*Percent of Would-be Learners Checking "Very Important"*	*Percent of Learners Checking Why They Participated*
Knowledge Goals		
Become better informed	56%	55%
Satisfy curiosity	35	32
Personal Goals		
Get new job	25	18
Advance in present job	17	25
Get certificate or license	27	14
Attain degree	21	9
Community Goals		
Understand community problems	17	9
Become better citizen	26	11
Work for solutions to problems	16	9
Religious Goals		
Serve church	12	10
Further spiritual well-being	19	13
Social Goals		
Meet new people	19	18
Feel sense of belonging	20	9
Escape Goals		
Get away from routine	19	19
Get away from personal problems	11	7
Obligation Fulfillment		
Meet educational standards	13	4
Satisfy employer	24	27
Personal Fulfillment		
Be better parent, spouse	30	19
Become happier person	37	26
Cultural Knowledge— study own culture	14	8
Other reasons	4	2
No response or other response	14	3

Note: Columns do not total 100 because respondents gave multiple reasons. These data supercede those reported in *Diversity by Design* and *The External Degree*, which were based on preliminary analyses.

REASONS FOR NOT FURTHERING EDUCATION

Barriers to Learning

Barriers	*Percent of Would-be Learners*
Cost, including books, learning materials, child care, transportation, as well as tuition	53%
Not enough time	46
Don't want to go to school full-time	35
Home responsibilities	32
Job responsibilities	28
Amount of time required to complete program	21
Afraid that I'm too old to begin	17
Courses aren't scheduled when I can attend	16
No information about places or people offering what I want	16
Strict attendance requirements	15
Low grades in past, not confident of my ability	12
Courses I want don't seem to be available	12
No child care	11
Too much red tape in getting enrolled	10
Not enough energy and stamina	9
Don't enjoy studying	9
No transportation	8
No place to study or practice	7
Don't meet requirements to begin program	6
Tired of school, tired of classrooms	6
No way to get credit for a degree	5
Don't know what to learn or what it would lead to	5
Hesitate to seem too ambitious	3
Friends or family don't like the idea	3
Other barrier	2
No response	3

Note: Percentages do not total 100 because of multiple responses.

LOCATIONS FOR LEARNING

Location	*Percent of Would-be Learners Preferring the Location*	*Percent of Learners Using the Location*
Public high school, day or evening	16%	9%
Home	10	17
Public two-year college or technical institute	10	6
Community-run "free school"	10	3
Four-year college or university	8	6
Private vocational, trade, or business school	8	3
Employer	5	13
Business or industrial site	5	5
Individual instructor	5	4
Correspondence school	4	2
Community or social organization, such as YMCA	3	6
Graduate school	3	2
Fine or performing arts or crafts studio	3	*
Religious institution or group	2	6
Government agency (federal, state, or local)	2	5
Library or other cultural institution, such as museum	1	2
Recreational or sports group	1	2
Other location	1	2
No response	5	5
Total	100%	100%

* Less than 1 percent.
Note: Percentages rounded.

continued

Percent of Adults Studying Various Topics

Category and Topic	Percent of All Respondents ($N_w = 3910$)	Percent of Learners ($N_w = 1207$)
General education	8%	25%
Adult basic education	1	4
High school level courses	2	7
College level courses	3	11
Graduate level courses	2	5
Vocational subjects	11	35
Technical and vocational skills	6	18
Managerial skills	3	10
Professional skills	3	9
Agriculture	1	3
Hobbies and recreation	13	42
Safety	3	10
Hobbies and handicrafts	8	25
Sports and recreation	4	13
Home and family living	4	13
Personal development	4	11
Religion	4	14
Public affairs	2	6
Citizenship	1	3
Civics and public affairs	1	4
Other topic	2	7

Note: Percentages for the topics within most of the broad categories total more than the percentage for the category itself because some individuals reported studying more than one of the subfields. For example, some respondents checked both the hobbies and handicrafts *and* the sports and recreation topics in the hobbies and recreation category.

Methods for Learning

Method	Percent of Would-be Learners Preferring the Method	Percent of Learners Using the Method
Lectures or classes	28%	35%
On-the-job training, internship	21	14
Short-term conferences, institutes, or workshops	13	8
Individual lessons from a private teacher	8	6
Discussion groups, informal book club or study group	8	4
Study on my own, no formal instruction	7	17
Correspondence course	3	5
Group action project	3	2
Travel-study program	2	*
TV or video cassettes	1	*
Radio, records, or audio cassettes	1	*
Other method	*	2
No response	4	8
Total	100%	100%

* Less than 1 percent.
Note: Percentages rounded.

Learning Interests of Would-be Learners
($N_w = 3001$)

Category and Topic	*Percent Reporting Any Interest in Topic*	*Percent Reporting First Choice Interest in Topic*
General education	48%	13%
Basic education	13	4
Biological sciences	8	1
Creative writing	13	1
English language	8	1
Great Books	11	0
Humanities	16	2
Languages	16	2
Physical sciences	6	0
Social sciences	9	1
Vocational subjects	78	43
Architecture	6	1
Business skills	26	9
Commercial art	12	2
Computer science	14	2
Cosmetology	10	2
Education	10	1
Engineering	9	2
Industrial trades	22	4
Journalism	4	0
Law	12	2
Management skills	16	3
Medical technology	10	2
Medicine	5	1
Nursing	13	4
Salesmanship	7	1
Technical skills	19	5
Agriculture	11	3
Hobbies and recreation	63	13
Crafts	27	3
Fine and visual arts	16	2
Flight training	11	2
Performing arts	14	2
Safety	16	0
Sports and games	28	2
Travel	22	2
Home and family living	56	12
Child development	17	4
Gardening	26	2
Home repairs	25	2
Sewing, cooking	27	4
Personal development	54	7
Investment	29	4
Occult sciences	7	0
Personal psychology	15	2
Physical fitness	26	1
Public speaking	11	0
Religion	15	3
Public affairs	36	5
Citizenship	4	1
Community problems	14	1
Consumer education	15	1
Environmental studies	15	1
Public affairs	12	0
Other topic	3	1
No response	0	1

POSTSECONDARY EDUCATION ACCESS STUDY

PART III

HIGH SCHOOL GRADUATES FOLLOW-UP STUDY

A Study attempting to find out why high school graduates who aspire for further education do not continue their education.

Submitted Under Contract To:

Vermont Department of Education
Vermont Personnel and Guidance Association
Vermont State Colleges
Vermont Vocational-Technical Education Advisory Council

Submitted by:

Dr. Ted Bradshaw
Ms. Charlotte Hanna
Dr. Steven F. Hochschild

September 16, 1974

This study is based on a sample made up of every tenth 1973 high school graduate (607 graduates). The study is based on written questionnaires(68% return), and a personal interview with the non-continuer subsample (126 in the subsample).

THE POTENTIAL MARKET

This is the third in a series of three studies on the aspirations and access of Vermonters for education beyond high school.

The need for this third study emerged out of the findings in the first study of high school students' postsecondary education aspirations. In the first study we learned that while 68.9% of high school students aspired for further education, only 49% actually continued their education right after high school. In fact, this continuation rate has dropped to 43% in 1972. We termed this phenomenon the "reach-grasp disparity".

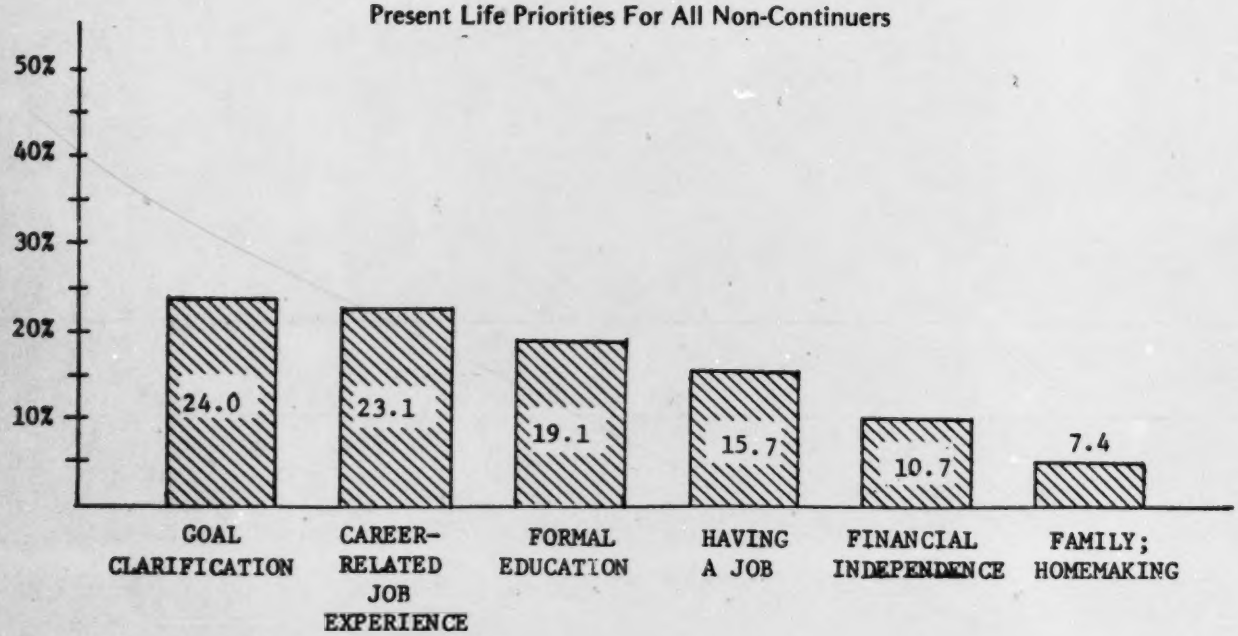
EDUCATIONAL BACKGROUND

Relationship Between High School Program And Aspiration and Continuation Rates

	Proportion of Respondents	Aspiration Rate	Continuation Rate
Academic Program	62% (232)	93%	82%
Vocational Program	10% (36)	70%	36%
Business Program	12% (46)	46%	26%
General Program	15% (57)	58%	37%
	100%		

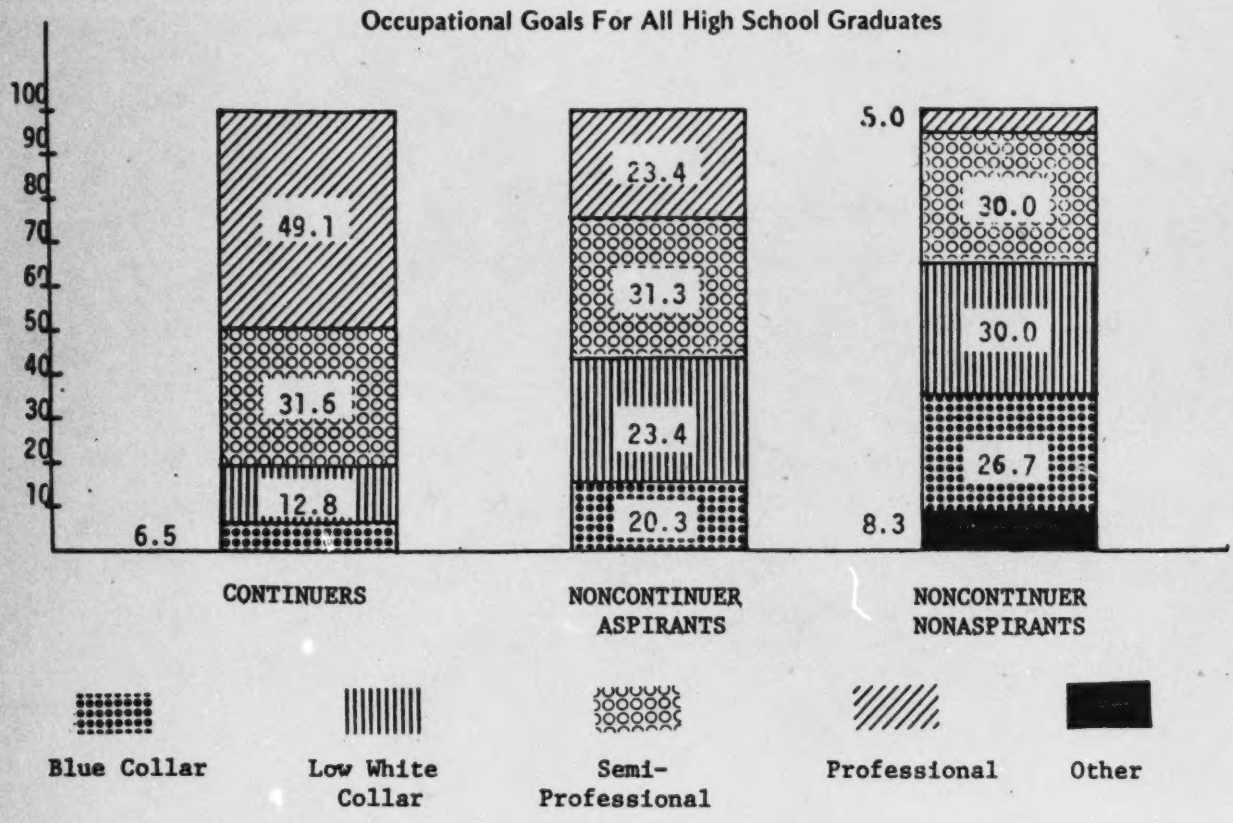
EDUCATIONAL OR OCCUPATIONAL GOALS

Present Life Priorities For All Non-Continuers



CONTINUED

Educational or Occupational Goals, continued



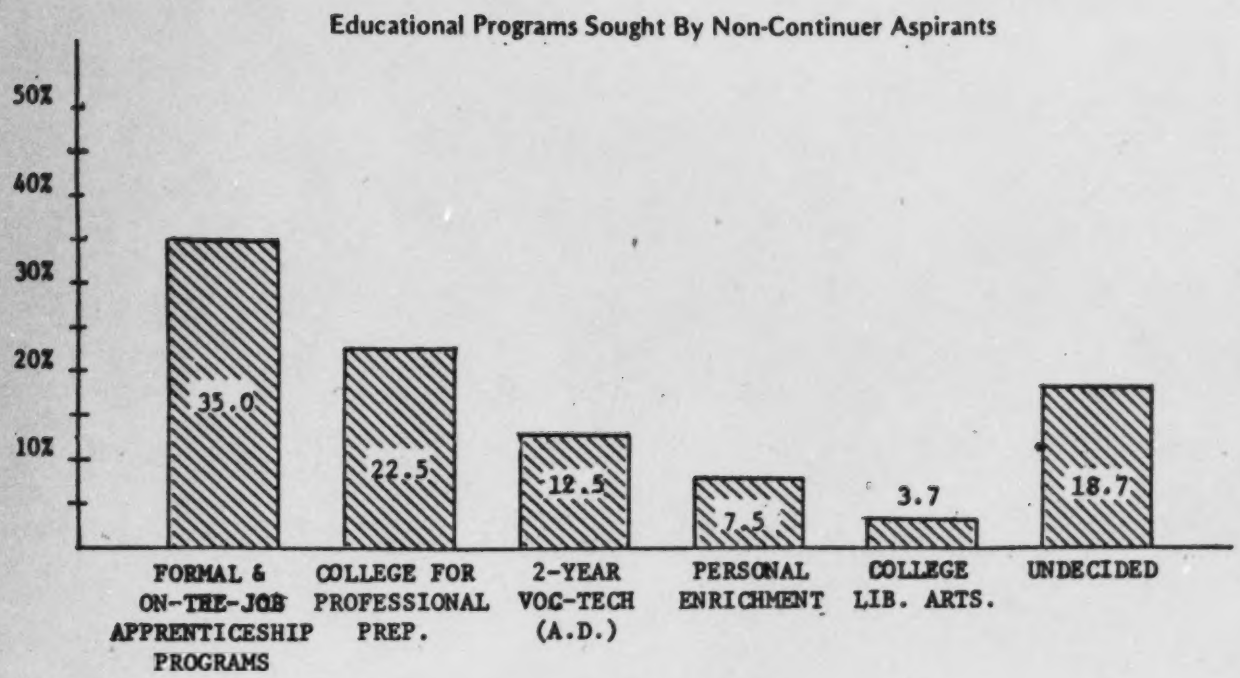
REASONS FOR NOT FURTHERING EDUCATION

PERCEIVED OBSTACLES TO ENROLLMENT IN POSTSECONDARY EDUCATION*

	Yes %	No %	N/R %
Cost of tuition	53.9	27.8	18.3
Not enough time	45.5	33.3	21.3
Don't want full-time attendance	46.5	32.2	21.3
Home responsibilities	46.1	32.6	21.3
Job responsibilities	40.4	37.9	21.7
Amount of time required to complete a program	31.4	44.8	23.8
Too old to begin	20.4	63.2	16.4
Lack of information about programs available	22.1	54.1	23.8
Courses not scheduled when I can attend	29.1	45.1	25.9
Strict attendance requirements	15.2	58.5	26.3
Low grades in the past	11.6	63.2	25.3
Courses not available	24.8	49.3	25.9
No child care	8.2	65.7	26.1
Too much red tape when enrolling	14.5	59.4	26.1
Not enough energy or stamina	12.8	63.2	24.0
Don't enjoy studying	13.1	62.5	24.4
Lack of transportation	13.7	62.9	23.4
No place to study or practice	4.4	70.9	24.6
Tired of school and classroom	12.6	61.9	25.5
Lack prerequisites to begin	10.3	61.3	28.4
No way to get degree credit	13.3	59.8	26.9
Unwilling to compete	7.6	66.5	25.9

*From Vermont Adult Postsecondary Education Access Study, 1973, Appendix Section.

TYPES OF COLLEGES OR PROGRAMS SOUGHT



PREVENTING STUDENTS FROM DROPPING OUT

Alexander W. Astin

Jossey-Bass Publishers

1975

The data in this particular study are both longitudinal and multiinstitutional. Research subjects, selected from 1968 entering freshmen, were surveyed initially in fall 1968 and followed up four years later in summer and fall 1972. These students were selected from a representative national sample of 358 two- and four-year colleges and universities. (For a complete description of the sampling design and other technical details, see Astin, 1975.) These institutions were participants in the Cooperative Institutional Research Program, conducted jointly by the Laboratory for Research on Higher Education at the University of California, Los Angeles, and the American Council on Education.

The original freshman sample included 243,156 students. Because of budgetary limitations, it was not possible to follow up the entire sample. Therefore, samples of approximately 300 students were selected randomly from each institution for a follow-up of approximately 101,000 students in 1972. (All students were followed up in those institutions with freshman class enrollments below 300, and, to have longitudinal data on a substantial number of blacks, all 16,544 black students were included in the follow-up sample.)

Three categories of educational attainment were developed from the students' responses.

A *persister* is defined as any student who, at the time of the 1972 follow-up, satisfies one of the following conditions: (1) is enrolled full time in graduate or professional school; (2) has earned the B.A. (or a higher) degree; or (3) has completed four years of college, is still enrolled full time, and is still pursuing at least the bachelor's degree.

For the second category, the currently popular neologism *stopout* has been chosen. This term presents some definitional problems, since its meaning is somewhat ambiguous. Stopouts include students who interrupt their undergraduate education for a relatively brief period and return to complete the degree. Some institutions have developed programs that encourage certain students to stop out. Although the wisdom of advising students to interrupt their college education is a matter of some debate, one major objective of stopout programs is to facilitate reenrollment. Stopouts who return and complete their degrees become persisters; those who subsequently fail to return or who abandon their plans for the degree become dropouts. Thus, stopping out is a temporary status.

A *stopout* is defined as any nonpersister who is still planning to obtain at least a bachelor's degree at the time of the 1972 follow-up *and* who satisfies one of the following conditions: (1) is enrolled full time as an undergraduate; (2) has completed four years of undergraduate work since 1968; or (3) has been continuously enrolled (full or part time) since 1968.

About the rationale for defining a stopout by these criteria: since stopouts are those who leave college temporarily, the definition should cover those currently enrolled in fall 1972 but not continuously enrolled since entering college in 1968. At the same time, the definition should also include persons not currently enrolled but continuously enrolled from fall 1968 to fall 1972 who still intend to obtain the degree. These persons probably have a good chance of returning and completing any additional work needed for the degree.

EDUCATIONAL ATTAINMENT FOUR YEARS AFTER ENTERING COLLEGE (1968 Entering Freshmen)
(Percentages)

Status* Fall 1972	*Men* ($N = 681,281$**)	*Women* ($N = 500,611$**)	*All Students* ($N = 1,181,892$**)
PERSISTERS			
Are enrolled in graduate or professional school	13.1	10.3	11.9
Have completed bachelor's degree, are not in graduate school	34.9	49.6	41.2
Have completed four years, are enrolled full time and desire bachelor's (or higher) degree	14.4	8.4	11.9
STOPOUTS			
Have completed *fewer* than four years, are enrolled full time and desire bachelor's (or higher) degree	4.2	3.7	4.0
Have completed four years, are *not* enrolled full time and desire bachelor's (or higher) degree	4.3	2.6	3.6
Were enrolled full time for four years, are *not now* enrolled and desire bachelor's (or higher) degree	1.2	.8	1.1
Were enrolled full *or* part time for four years, are *not now* enrolled and desire bachelor's (or higher) degree	1.4	1.0	1.2
Currently enrolled full time, *not* pursuing bachelor's (or higher) degree	1.1	.8	1.0
DROPOUTS			
Not currently enrolled, pursuing bachelor's (or higher) degree	11.3	9.3	10.5
Not currently enrolled, *not* pursuing bachelor's (or higher) degree	14.1	13.5	13.8

* Each "status" is mutually exclusive, that is, students with any given status fail to satisfy the criteria for statuses higher on the list.

** Ns and percentages are weighted population estimates for all 1968 full-time entering freshmen who aspired to at least the bachelor's degree at time of matriculation.

INCOME

	Dropouts, Percent
Less than $ 4,000	31
$ 4,000 – 5,999	29
$ 6,000 – 7,999	27
$ 8,000 – 9,999	27
$10,000 – 14,999	24
$15,000 – 19,999	23
$20,000 – 24,999	16
$25,000 – 29,999	18
$30,000 or more	14

57

REASONS FOR NOT FURTHERING EDUCATION

	Men	*Women*	*All Students*
Boredom with courses	36	25	32
Financial difficulties	29	27	28
Some other reason	31	24	28
Marriage, pregnancy, or other family responsibilities	11	39	23
Poor grades	28	14	22
Dissatisfaction with requirements or regulations	24	20	22
Change in career goals	19	20	19
Inability to take desired courses or programs	12	9	11
Good job offer	10	6	9
Illness or accident	7	7	7
Difficulty commuting to college	3	3	3
Disciplinary troubles	2	2	2

YORK COUNTY COMMUNITY

COLLEGE SERVICES

Biddeford, Maine
Sanford, Maine
Eliot, Maine

Fall, 1974

THE POTENTIAL MARKET

Number of respondents to questions	491
Number of students who failed to respond	76
% of response	85%

	Freq.	%
Male	282	57.7
Female	206	42.1
16 - 19	52	10.6
20 - 23	83	16.9
24 - 29	125	25.5
30 - 44	194	39.5
over 45	37	7.5

OCCUPATION

	Freq.	%
Homemaker	56	11.5
Wholesale/Retail Trade	47	9.7
Health, Educ. Soc.	60	12.4
Manufacturing empl.	120	24.7
Professional Bus.	112	23.1
Government	50	10.3
Not employed	15	3.1
Student	23	4.7
Agriculture	2	0.4
Full-time	351	71.8
Part-time	70	14.3
Not employed	68	13.9

	INCOME	Freq.	%
Family Income	Under $5,000	70	14.7
	$5,000 - $10,000	208	43.8
	$10,000 - $15,000	152	32.0
	Over $15,000	45	9.5

EDUCATIONAL BACKGROUND

		Freq.	%
Educational Background Before Attending YCCCS	High School	12	2.5
	High School Graduate	301	61.8
	Diploma GED	39	8.0
	College Outside Maine	56	11.5
	Univ. of Maine	27	5.5
	CED, Univ. of Maine	27	5.5
	Other Maine College	13	2.7
	Southern Maine Voc-Tech.	10	2.1
	Adult Educ. at Southern Maine Voc. Tech.	2	0.4

EDUCATIONAL OR OCCUPATIONAL GOALS

		Freq.	%
Why Are You Taking Courses? (at YCCCS)	Working Toward Degree	326	66.7
	Job Advancement	42	8.6
	Enjoyment	58	11.9
	Upgrade Present Job	9	1.8
	Closer Than Portland-Gorham Campus or Southern Me. Voc.-Tech.	14	2.9
	Teacher Recertification	4	0.8
	Changing Career	22	4.5
	Other	14	2.9

TYPES OF COLLEGES AND PROGRAMS SOUGHT

		Freq.	%
Where Would You Prefer to Attend Classes?	At Local High School	196	40.2
	At the College	85	7.4
	At High School and College	9	1.8
	A Community Building	11	2.3
	High School & Community Building	21	4.3
	College & Community Building	4	0.8
	High School, College, & Community Building	5	1.0
	No Preference	153	31.4

continued

Types of Colleges and Programs Sought, continued

		Freq.	%
What Time Would You Prefer to Attend Classes?	8:00 a.m. - 12:00 p.m.	20	4.1
	1:00 p.m. - 4:00 p.m.	6	1.2
	Both of Above	9	1.9
	4:00 p.m. - 6:00 p.m.	21	4.4
	8:00 a.m. - 12:00 p.m. & 4:00 p.m. - 6:00 p.m.	5	1.0
	1:00 p.m. - 4:00 p.m. & 4:00 p.m. - 6:00 p.m.	4	0.8
	8:00 a.m. - 12:00 p.m./1:00 p.m. - 4:00 p.m./ 4:00 p.m. - 6:00 p.m.	1	0.2
	8:00 a.m. - 12:00 p.m./ 6:00 p.m. - 10:00 p.m.	18	3.7
	6:00 p.m. - 10:00 p.m.	336	69.7
	1:00 p.m. - 4:00 p.m./ 6:00 p.m. - 10:00 p.m.	5	1.0
	8:00 a.m. - 12:00 p.m./ 1:00 p.m. - 4:00 p.m./ 6:00 p.m. - 10:00 p.m.	7	1.5
	4:00 p.m. - 6:00 p.m./ 6:00 p.m. - 10:00 p.m.	36	7.5
	8:00 a.m. - 12:00 p.m./ 4:00 p.m. - 6:00 p.m./ 6:00 p.m. - 10:00 p.m.	2	0.4
	1:00 p.m. - 4:00 p.m./ 4:00 p.m. - 6:00 p.m. / 6:00 p.m. - 10:00 p.m.	3	0.6
	All times	9	1.9

		Freq.	%
How Far do you Travel <u>one way</u> to Classes?	Under 1 mile	61	12.6
	1 - 2 miles	108	22.2
	2 - 5 miles	125	25.7
	5 - 10 miles	100	20.6
	10 - 20 miles	58	11.9
	over 20 miles	34	7.0

INTERESTS

1973-1974 Through the use of registration data for the fall, 1973, and spring, 1974, semesters, and surveys given to enrolled students in September and February,

Courses to take in summer	Number	%
English Writing	36	12.6
Literature	28	9.8
Biology	36	12.6
Botany	13	4.6
Visual Media	16	5.6
Accounting	61	21.4
Economics	32	11.2
Human Relations	55	19.3
Mathematics	43	15.1
Statistics	11	3.9
Environment	21	7.4
U.S. History	29	10.2
Oral Communications	30	10.5
Data Processing	15	5.3
Physics	9	3.2
Investment Management	19	6.7
Criminal Law	14	4.9
Government	17	6.0
Political Science	11	3.9
Philosophy	27	9.5
Sociology	31	10.9
Psychology	43	15.1
Studio Art	14	4.9
Music	14	4.9
Leisure/Recreation	4	1.4
Law Enforcement	13	4.6
Building Construction	13	4.6
Electronics	9	3.2
OSHA Safety	9	3.2
Surveying	7	2.5
Human Reproduction	12	4.2
Small Engine Repair	5	1.8
Hotel-Motel Orientation	7	2.5
Other	15	5.3

This information came from a separate survey from the previous material. Student Profile, 1973-74

PUBLIC BROADCASTING AND EDUCATION

A Report to
The Corporation for Public Broadcasting
from
The Advisory Council of National Organizations
March 1975

Definition of "Adult Education"

The task force has adopted the definition used by the National Center for Educational Statistics, USOE, for its triennial surveys of adult education in the United States. NCES defines adult education participants as "persons beyond compulsory school age, 17 and over, who are not enrolled full-time in a regular school or college program and are engaged in one or more activities of organized instruction."

Note that this covers participants in programs operated by employer organizations, professional associations, labor unions, proprietary schools, hospitals and social organizations. It also includes people who are in credit and noncredit programs.

Present and Emerging Needs in Adult Education

Adult Education vs. Full-Time Student Participation

Adult Education in the United States is a rapidly growing field, but many significant needs are currently not being served. The U.S. Office of Education triennial survey of adult education in 1972 indicated that there were 15,734,000 participants in organized adult education activities in the United States, compared with 11,602,000 full-time students. Adult students constituted 57.5 percent of the total.

Rate of Increase in Adult Education Participation

Of crucial importance is the fact that the rate of increase in the number of adult students between 1969 and 1972 was 2.3 times greater than the increase in the number of full-time students. This rate of growth demands the attention of educational organizations, whether broadcast-oriented or not. As participation expands, the economics of broadcast media becomes increasingly attractive.

Selected Data, U.S. Office of Education 1969 and 1972 Triennial Surveys of Adult Education in the United States

Table 1

Age of Participants in Noncredit Adult Education in the United States, 1972

	Number	Percent
17-24 years	1,471,000	16.2
25-34	2,943,000	32.4
35-44	2,043,000	22.5
45-54	1,598,000	17.6
55-64	708,000	7.8
65 and over	318,000	3.5

Source: Imogene Okes, **Participation in Adult Education, 1972** (in preparation), U.S. Office of Education, National Center for Educational Statistics.

OCCUPATION

Occupational Profile of Participants in Adult Education in the United States, 1972

Occupation	Percent
Professional/technical	24.4
Farmers, farm managers	1.1
Managers and administrators	8.5
Sales	4.9
Clerical	13.1
Craftsmen	9.1
Operatives	6.2
Service and laborer	9.0
Not in labor force	20.5
NA	3.3

Source: Okes, 1972.

INCOME

Family Income of Full-time Students, Adult Students and Nonstudents in the United States, 1972

Family Income	Full-time Students (percent)	Adult Students (percent)	Nonstudents (percent)
Under $3,000	6.3	4.5	11.6
$3,000- 3,999	3.4	2.7	6.0
4,000- 4,999	3.8	3.1	5.7
5,000- 5,999	4.7	4.5	6.1
6,000- 7,499	7.0	6.7	8.9
7,500- 9,999	12.1	14.0	14.8
10,000-14,999	26.1	30.5	23.4
15,000-24,999	21.7	23.0	13.4
25,000 and over	9.4	7.4	4.1
NA	5.5	3.6	6.0

Source: Okes, 1972.

EDUCATIONAL BACKGROUND

Educational Levels of Adult Noncredit Students and Adult Nonstudents in the United States, 1972

Educational Level	Percent Adult Noncredit Students	Percent Nonstudents
None-8th	4.4	25.1
9th-11th	8.6	18.3
High School	35.9	37.5
Some College	20.0	10.2
College Graduate	16.4	5.9
College +	10.7	3.0

Source: Okes, 1972.

EDUCATIONAL AND OCCUPATIONAL GOALS

Occupational and Professional Training of Adult Students in the United States in 1969 and 1972

Category	1969 Participants	1972 Participants	Percent Change
Vocational/technical	3,946,000	4,836,000	+ 22.6
Managerial	2,150,000	2,791,000	+ 29.8
Professional	1,510,000	1,805,000	+ 19.5
Other Occupations	73,000	189,000	+158.9
Totals	7,217,000	9,016,000	+ 24.9

Columns do not add because of multiple participation.

Source: Imogene E. Okes, **Participation in Adult Education, 1969: Full Report** (in preparation), U.S. Office of Education, National Center for Educational Statistics; Okes, 1972.

Reasons Given by Participants for Taking Adult Education Courses in the United States, 1972

	Percent
To improve or advance in job	42.7
To get a new job	11.3
General Information	16.0
Community Activity	2.7
Personal/Family	23.5
Social/Recreational	6.5
Other and NA	8.5

Source: Okes, 1972.

TYPES OF COLLEGES AND PROGRAMS SOUGHT

Institutional Instructional Sources for Adult Education in the United States, 1969 and 1972

Instructional Source	1969	1972	Percent Change
	(thousands)		
Public Grade School or High School	1,970	2,203	+ 11.6
Private Vocational, Trade or Business School*	1,504	1,393	— 7.3
2-year College or Technical Institute*	1,550	2,561	+ 65.2
4-year College or University	2,831	3,367	+ 18.9
Employer	2,274	2,613	+ 14.9
Community Organization	1,554	1,996	+ 28.4
Labor Union, Professional Association, Hospital, Private Tutor	2,552	3,360	+ 31.6
Total Number of Participants	13,041	15,734	

Percentages do not add to 100 because of multiple participation by individuals at different institutions.

Source: Okes, 1969 and 1972.

* *See* **Financing Part-time Students: The New Majority in Postsecondary Education,** *American Council on Education, 1974, pp. 82-83 for detailed explanation of possible adjustments in the number of collegiate and private vocational school participants.*

continued

Participation in Adult Education in the United States by Type of Subject and Type of Instruction, 1972

Type of Subject	Public School (percent)	2-year Colleges (percent)	4-year Coll./Univ. (percent)	Private Voc./Bus. (percent)	Employer (percent)	Labor/ Prof. Assn. (percent)
General Education	32.7	35.6	47.1	7.7	6.9	6.3
Occupational	32.1	59.3	60.0	78.7	83.2	79.3
Community Issues	3.0	3.6	6.8	2.9	8.2	8.3
Personal/Family Living	22.1	9.2	4.4	8.3	3.5	6.9
Social/Recreational	18.4	9.7	4.4	5.3	1.0	1.1
Miscellaneous	.3	.7	.8	.6	1.4	1.6
Total participants (numbers in thousands)	2,200	2,561	3,367	1,393	2,613	871

Totals add to more than 100 percent because of multiple choices of subject matters.

Source: Okes, 1972.

Method of Instruction for Participation in Adult Education in the United States, 1969 and 1972

Method of Instruction	Number of Participants (thousands) 1969	1972
Classroom Instruction	—	9,108
Lecture Series	9,580*	5,091
Workshop/Discussion	4,367	5,017
Private Instruction	1,719	1,345
Job Training	910	1,141
Correspondence	1,110	1,195
TV or Radio	83	148
Other	490	612
NA	90	135
Totals	13,041	15,734

Source: Okes, 1969 and 1972.

** Separate data for classroom instruction and lecture series are not available for 1969.*

INTEREST

Areas of Learning Chosen by Would-Be Adult Learners, 1972

Area of Learning	Total Choices Number	Total Choices Percent	First Choice Number*	First Choice Percent
Vocational subjects (excluding agriculture)	62,400,000	78.2	34,300,000	43.0
Hobbies & recreation	50,100,000	62.8	10,700,000	13.4
General education	38,200,000	47.9	10,100,000	12.6
Home & family life	44,700,000	56.0	9,600,000	12.0
Personal development	43,300,000	54.3	5,400,000	6.8
Public affairs	29,000,000	36.3	3,600,000	4.5
Religious studies	12,300,000	15.4	2,400,000	3.0
Agriculture	8,700,000	10.9	2,300,000	2.9

Source: Commission on Non-Traditional Study, **Diversity by Design**, Jossey-Bass, 1973, p. 16.

** Because of rounding, choice of a topic other than the forty-eight listed, and no response, the figures reporting first choice do not total 79.8 million.*

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Day, Philip, Adult Education, University of Maine at Augusta, Maine.

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Dubois, Paul, Staff Assistant, Division of Continuing Education, University of New Hampshire, Durham, New Hampshire.

Dunham, Paul, Chancellors Office, University of Maine, Augusta, Maine.

Durgin, Owen, Resources Development Center, Durham, New Hampshire.

Elwell, Albert, Staff Associate, System Planning and Analysis, University of New Hampshire, Durham, New Hampshire.

Eggert, Gerald, Program Director, New England Gerontology Center, Durham, New Hampshire.

Harmon, Dorothy, Division of Continuing Education, University of New Hampshire, Durham, New Hampshire.

Harkness, Harvey, Concord, New Hampshire.

Hotaling, Alton, Program Manager, WENH-TV, University of New Hampshire, Durham, New Hampshire

Jenson, Alfred, Executive Secretary, New England Board of Higher Education.

Knight, Lewis, Program Director-External Degree Program, School of Continuing Studies, University of New Hampshire.

McLintook, Henry, Institutional Research Office, University of Rhode Island.

Moore, Gwen, Network of Innovative Schools, Merrimac, Massachusetts.

Nighbert, Keith, Manager, WENH-TV, University of New Hampshire, Durham, New Hampshire.

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